

COUNCIL SCHOOL DISTRICT TEACHER EVALUATION PLAN

*A Plan for Encouraging Growth in the Education
Profession and Evaluating Certified Staff.*

Council School District # 013

In the fall of 2002, the Council School District staff and Board agreed that a new teacher evaluation process was needed. It had become very evident that our existing staff evaluation was inadequate to meet the needs of our staff, new curriculum, and higher teacher and student expectations. Thus, the district created a committee to develop a new certified teacher evaluation process. We placed

the focus of efforts in having a document and process that would have instructional improvement and a collaborative approach as priorities.

The committee was not able to meet regularly throughout the 2002-2003 school year because of time constraints. We had hoped to study the current teacher evaluation review best practices in the area of evaluation, and to have a new system in place before the start of the 2003-04 school year. However, the committee did meet in July of 2003 and determined that a proposed evaluation process based on the programs currently being used by the McCall-Donnelly and Meadows Valley School Districts could be piloted for the upcoming school year. There are concerns on the part of the administration and the staff that a higher level of trust needs to be developed before any process will be effective. Our goal is to create a collaborative process that will build trust, improve instruction, and ultimately benefit our students.

We are thankful to the McCall-Donnelly and Meadows Valley School Districts for their hard work and their willingness to share their materials.

Membership of the Evaluation Committee is comprised of representatives from the administration, secondary and elementary teachers, including representation from the Council Education Association. The District wishes to acknowledge all the committee members who have worked to create an effective evaluation process.

<p style="text-align: center;"><u>Certified Staff Evaluation Plan</u> Committee Members 2003-2004</p> <p>Jodi Cook Secondary Teacher</p> <p>Regina Ainslie Secondary, Teacher</p> <p>Murray Dalgleish Principal/Superintendent</p> <p>Brenda Hansen K-12 Teacher/Title 1</p> <p>Roy Hansen Elementary Instructor/Counselor</p> <p>Fran Ogden Secondary Counselor</p>
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TEACHER EVALUATION

I. Introduction

A. Rationale for the new process:

The new process for evaluation of the certified staff is driven by a need to clearly identify expectations for teacher performance, establish consistency in evaluation, and most importantly to incorporate reflection, self-assessment and goal setting into the evaluation process.

Changes are occurring at both the state and national level by educational organizations which craft policy relative to accountability and assessment. Both state and national agencies are developing standards based upon what students should know and be able to do. Current research and practice in teacher evaluation was used in the development of the instrument drawing on the expertise of the National Board for Professional Teaching Standards, the Association for Supervision and Curriculum Development and Enhancing Professional Practice: A Framework for Teaching, by Charlotte Danielson (1996) published by the Association For Supervision and Curriculum Development.

B. Philosophy and Purpose:

1. The Council School Board recognizes the following items:
 - a) Recognition of our responsibility to the patrons of the District to provide the best possible education to the children.
 - b) Recognition that an effective teacher is the key to a successful educational program.
 - c) Recognition that it is the responsibility of the school administration to help, support, and assist teachers to be effective through adequate supervision and direction.
 - d) Recognize that it is the purpose of evaluation to objectively measure and report the quality of work done by staff members.
 - e) Recognition that when all reasonable efforts for staff improvement have been made and have failed, that the law requires a period of probation during which special efforts to improve quality of work are made by both staff members and administration.
 - f) Recognition of the responsibility of the board to dismiss members who will not or cannot meet the standards of the school.
2. Statement of Philosophy: The primary purpose of evaluation is to improve the quality of instruction. Supervision and evaluation of professional employees involve a cooperative process between staff members and administrators for the purposes of identifying and documenting the performance of individual staff members.
3. Statement of Purpose: The evaluation shall be conducted with each teacher to provide services as follows:
 - a) So that each professional employee knows what level he or she is performing in his or her assignment.
 - b) So that each employee will be aware of both his/her strong points and weak points and areas where improvement, if any is needed.
 - c) To provide an opportunity for the supervisor and the employee to discuss objectively the employee's job performance and mutually agree upon goals and objectives.
 - d) To provide the following information to an employee whose performance necessitates the implementation of a plan of improvement, probation or non-renewal of contract:
 - (1) Written notice of the specific areas of unsatisfactory performance.
 - (2) A specified time period to make corrections mutually agreed upon.
 - (3) Adequate supervision, assistance, and evaluation during the period of probation.

All monitoring or observation of the performance of a teacher shall be conducted openly and with full knowledge of the employee.

C. Terms

1. Reasonable Efforts – Evaluator and teacher will follow all steps agreed upon concerning the Council Teacher Evaluation Program. These steps may include all or some of the following:
 - Three months of direct supervision with weekly meetings and observations by the principal, designee, and or mentor.
 - The teacher will observe, during his or her prep-period, at least once a week a different teacher teaching the same group of students.
 - Implementation of an approved classroom management program.
2. Staff Member – certified personnel.

D. Adequate Supervision- weekly meetings with principal and or mentor to go over *Plan of Improvement*, etc. Weekly observations of a teacher during an instructional period.

E. Framework/Domains

The Teacher Evaluation Process is based upon a framework for teaching which centers on four domains of this practice.

DOMAIN 1: Planning and Preparation
Component 1a: Demonstrating Knowledge of Content and Pedagogy
Component 1b: Demonstrating Knowledge of Students
Component 1c: Selecting Instructional Goals
Component 1d: Demonstrating Knowledge of Resources
Component 1e: Designing Coherent Instruction
Component 1f: Assessing Student Learning
Component 1g: Planning of Curriculum

DOMAIN 2: The Classroom Environment
Component 2a: Creating an Environment of Respect and Rapport
Component 2b: Establishing a Culture for Learning
Component 2c: Managing Classroom Procedures
Component 2d: Managing Student Behavior
Component 2e: Organizing Physical Space

DOMAIN 3: Instruction
Component 3a: Communicating Clearly and Accurately
Component 3b: Using Questioning and Discussion Techniques
Component 3c: Engaging Students in Learning
Component 3d: Providing Feedback to Students
Component 3e: Demonstrating Flexibility and Responsiveness
Component 3f: Delivery of Curriculum

DOMAIN 4: Professional Responsibilities
Component 4a: Reflecting on Teaching
Component 4b: Maintaining Accurate Records
Component 4c: Communicating with Families
Component 4d: Contributing to the School and District
Component 4e: Growing and Developing Professionally
Component 4f: Showing Professionalism

The Framework for Teaching is comprehensive, and includes all-important aspects of a teacher's responsibilities, including those beyond the interaction with students. The heart of teaching is, of course, centered in the classroom. But it goes well beyond the classroom, and extends to interaction with colleagues, communication with parents, and service on school and district projects and committees. The Framework for Teaching reflects the full range of a teacher's responsibilities. Whether or not everything described in The Framework applies in every setting is a question that only those people in that setting can determine; indeed, examination and discussion of that question among teachers and administrators is a valuable part of the professional growth process.

F. Levels of Performance

Each element of a component (See Appendix A) has four levels of performance: Unsatisfactory, Developing, Proficient, and Exemplary. The levels range from describing teachers who are still striving to master the rudiments of teaching (unsatisfactory) to high-accomplished professionals who are able to share their expertise (Exemplary).

1. Unsatisfactory: The teacher does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the teacher to grow and develop in this area.

2. Developing: The teacher appears to understand the concepts underlying the component and attempts to implement its elements. But implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms of other teachers and experience will enable the teacher to become proficient in this area.

3. Proficient: The teacher clearly understands the concepts underlying the component and implements it well. Most experienced, capable teachers will regard themselves and be regarded by others as performing at this level.

4. Exemplary: Teachers at this level are master teachers and make a contribution to the field, both in and outside their school. Their students operate at a qualitatively different level, with students highly motivated, engaged and assuming considerable responsibility for their own learning.

G. Implementation
AUGUST 2003

II. Process and Procedures

A. Negotiated Master Contract

B. The Evaluation Cycle

The evaluation cycle is a six-phase cycle carried out during the school year. The six phases are:

Phase 1 – teacher self assessment and development of performance goals

Phase 2 – pre-conferencing

Phase 3 – evaluation activities

Phase 4 – post-conferencing

Phase 5 – follow-up activities

Phase 6 – summative year-end performance review

C. Teacher Self-Assessment and Development of Performance Goals (Phase 1)

A self-assessment is a critical component of evaluation and the logical place to begin the evaluation cycle of personnel. This phase is recommended so that teachers as professionals understand their areas of strengths and areas for improvement.

The following procedures are recommended for teacher self-assessment:

1. Review of the Framework for Teaching that will be utilized for evaluation of performance.
2. Rate your performance for each element in the four domains using the rubrics of the framework.
3. Identify areas of strength.
4. Identify areas of performance where there is recognition of dissatisfaction.
5. Make an analysis of the reasons for the dissatisfaction.
6. Review any past efforts to improve performance in these areas.
7. Identify specific goals or objectives that would result in improved performance.

Written performance goals for teachers are required as part of the evaluation process. These goals are to be established in a conference between the teacher and the supervisor. The goals should be a natural outgrowth of the teacher's self-assessment and of the teacher's last final evaluation.

Performance goals are to be written following the final evaluation. Performance goals are based on the domain rubric standards and job descriptions. They need to be specific, measurable, realistic, action-oriented, and time-bound. Ordinarily, goals will be established by mutual Contract between the teacher and the supervisor. They may also be revised by mutual Contract during the course of the evaluation year. In cases where concerns or unsatisfactory performance are identified, the supervisor may specify performance goals designed to help the teacher correct the deficiency. Good performance goals are essential to an effective evaluation process. (Use the Performance Goal form in Appendix B.)

D. Pre-Conference (Phase 2)

The purpose of the pre-conference meeting is to allow the teacher and the evaluator to become oriented to the evaluation process that is an integral part of the teacher's evaluation. It will provide the teacher and the evaluator the opportunity to discuss the teacher's effectiveness in terms of the framework. The emphasis during the pre-conference is professional dialogue and trust development. The pre-conference is scheduled in early fall.

The following are recommended pre-conference procedures and guidelines:

1. The teacher and evaluator review the evaluation cycle.
2. Teacher and evaluator discuss the teacher's effectiveness in terms of the framework.
3. The teacher will share his/her performance goals. The teacher and the evaluator will review these. Suggestions and direction will be given at this time in terms of the framework and teacher growth.
4. Evaluation activities are discussed and scheduled.
5. The Pre-conference Summary form is completed and initialed.

E. Evaluation Activities (Phase 3)

1. "Guidelines for Supervision and Evaluation Responsibilities of the building Principal
 - a) Complete a minimum of one supervisory cycle with returning teachers and a minimum of two supervisory cycles with new teachers, based on the Timeline outlined in Appendix D.
 - b) Each supervisory cycle is to include an observation (minimum of 30 minutes), and a post-observation conference.
 - c) Provide a written classroom visitation report after each visit. A copy of this report is to be given to the teacher and the original placed in the teacher's file.
 - d) Complete at least one observation of the "drop-in" type during the year. Each drop-in visit is to be followed by a post-conference and written record.
 - e) Prepare the evaluation reports for the Superintendent and the Board of Trustees. (See Timeline in Item B.)
 - f) If needed, continue the cycle and written evaluations as needed throughout the rest of the school year.
2. Responsibilities of the teacher
 - a) Provide a written outline of lesson plans for each class to be visited during a supervisory cycle. These need to be presented at the pre-observation conference.
 - b) Keep weekly lesson plans.
 - c) Secondary teachers: Update course outlines and textbook lists yearly.
3. Formal Observations:

Pre-arranged observations of a classroom that require a teacher's written outline of the class lesson plan, a scheduled post-conference and a written formal observation report shared by the evaluator during the post-observation conference.
4. Informal Observation (drop-in)

An observation of a classroom that is not necessarily pre-arranged. These do not require a teacher's prepared written lesson plans. After the informal observation, the evaluator shares the written observation report with the teacher in a post-observation conference. (Use either the Classroom Observation Record or the Post-Observation Record form in Appendix B.)
5. Walk Throughs

Walk throughs are observations of classroom or related activities that do not require a post-observation conference. These usually do not follow with documentation. A note or memo to the teacher related to a component of the framework may be provided to the teacher and incorporated into a working file for reference during the year-end performance review.
6. Duties, responsibilities, and accomplishments outside the classroom: Framework related activities that occur outside the classroom and are not directly related to the delivery of instruction or classroom management. These could include participation on school or district level committees, professional growth, participation in school activities and/or occurrences that would provide information to assist the evaluator and teacher with selecting the most accurate rating for an element in the framework. Administrators and teachers may submit contributions to the working file for reference during the year-end performance review.
7. Informal Conference:

Teacher or evaluator initiated conference not necessarily related to a specific classroom observation. When applicable, notes may be submitted to the working file.

F. Post-Conference (Phase 4)

This conference is a feedback mechanism for the teacher who has had an informal or formal observation. The post-conference will provide the opportunity for the teacher and the evaluator to review the results of a formal or informal classroom observation. Discussion should focus on, but is not limited to, the classroom environment and instruction. Formal or informal follow-up activity recommendations will be discussed at this time.

G. Follow-up Activities (Phase 5)

1. Informal: Activities discussed during the post-conference that may be implemented to enhance teacher performance.

2. Formal:

a) Remediation Process

When an administrator feels that a teacher needs assistance to improve job performance, prior to the recommendation that the teacher be placed on probation, the administrator must develop with the teacher a *Program of Assistance for Improvement*. A conference between the teacher and the supervisor will be scheduled to discuss the *Program of Assistance for Improvement*, which is to include:

- A description of the deficiency.
- A description of the supervisor's expectation.
- A program for correcting the deficiency, criteria which will be used to measure the correction, and a timeline.
- A listing of the assistance and resources to be provided.
- Monitoring procedures.
- The date by which the program must be completed.

Upon completion of the *Program of Assistance for Improvement* on the designated form (see Appendix B), follow-up observations will occur. Unless the program has been revised and/or the observation schedule altered, the teacher will, when the specified time for completion is reached, be notified that one of three actions will be taken:

- Monitoring of those areas identified as deficient for the period of one to three months.
- Placement on a new or revised *Program of Assistance for Improvement*. The new or revised program is to include all the required data.
- Placement on probation and development of an *Intensive Plan of Assistance for Improvement*.

The *Program of Assistance for Improvement* may be terminated prior to the date noted for any reason(s) deemed appropriate by the District.

b) "Probation"

In an instance in which a staff member's performance is unsatisfactory, the following procedures shall be utilized for placing a staff member on probation.

The staff member and his/her supervisor will meet to discuss the evaluation, the reasons for probation, and the proposed program for improvement suggested by the supervisor.

(1) The Superintendent will review, with the supervisor, the staff member's evaluation and the proposed program for improvement. If he/she agrees with the assessment of the supervisor, he/she will report to the board the general nature of the staff member's deficiency, report detailing the nature of the deficiencies, recommend that the staff member be placed on probation, the steps to be taken by the staff member and the supervisor to remedy the deficiencies, and the plan for evaluation and supervision during the period of probation.

(2) If the Board agrees with the recommendation of the Superintendent, the Board Chairman shall notify the staff member in writing.

(3) The supervisor will evaluate a staff member placed on probation at least once every two weeks. Probation will discontinue when the supervisor notes teacher success in addressing their inadequacies or an Intensive Program of Assistance for Improvement is implemented.

(c) Intensive Program of Assistance for Improvement

If it is determined that the teacher working on a *Program of Assistance for Improvement* is not making improvement sufficient to meet district expectations, the teacher will be placed on probation and an *Intensive Program of Assistance for Improvement* will be developed.

A conference between the teacher and the supervisor will be scheduled to develop an *Intensive Program of Assistance for Improvement*. The *Intensive Program of Assistance for Improvement* will include the description of deficiencies, specific improvement in performance the teacher is expected to achieve, and the specific actions the teacher must take in order to achieve the required improvements. Monitoring procedures and a reasonable completion date will also be included.

Upon completion of the *Intensive Program of Assistance for Improvement Form* (see Appendix C), follow-up observations will occur. Unless the program has been revised and/or the observation schedule altered, the teacher will, when the specified time for completion is reached, be notified that one of three actions will be taken:

- Monitoring is completed because those areas identified as deficient are corrected within the period of three months.
- Continuation of an *Intensive Program of Assistance for Improvement*. The new or revised program is to include all the required data.
- Recommendation of non-renewal or dismissal of employment.

3. Contract Renewal, or Dismissal

a) Non-continuing Contract Staff:

- (1) Definition: The renewal of a contract for any teacher during the first three years of service with the same school district may be denied by a school board. The reasons must be given in writing by May 15 and an opportunity provided for an informal review before the Board. (Idaho Code 33-513).
- (2) Condition of Probation: Contract teachers will be notified of their contract renewal not later than April 1 except for those on probation. In cases of probation, the district shall have until May 15 to notify the employee of renewal or nonrenewable.
- (3) Nonrenewable Procedure: In the event of a recommendation for discharge or non-renewal by the Superintendent or other duly authorized administrative officer of the School District, a written recommendation will be provided to the Board. The Board of Trustees shall give the affected employee written notice of the allegations with the recommendation to discharge or non-renew, together with written notice of hearing before the board prior to any determination by the board as to the truth of the allegations contained in such administrative recommendation. Such reasons shall show just and reasonable cause. The procedures to be followed in the event of termination or nonrenewable of a contract for a tenured employee are contained in Idaho Code, sections 33-513 (5) and 33-515.
- (4) Discharge During the contract Term: No professional employee, except the Superintendent, shall be discharged during a contract term except pursuant to the procedures set forth in 33-513 (5) of the Idaho Code.
- (5) Evaluation and Supervision Forms: The district has created forms for use in the supervision and evaluation of staff. Each form is identified as to its intended use and distribution and is attached as an approved part of these procedures.

H. Summative Performance Review (Phase 6)

The year-end summative performance review provides the teacher and the evaluator the opportunity to review the teacher's overall performance in the context of the Framework for Teaching. This conference will bring closure to the evaluation cycle for the current school year. The discussion of the teacher's Performance Goals is an integral part of the process.

1. Interim Evaluation: During the interim evaluation years the summative performance review will be documented on a form called the Interim Summative Teacher Evaluation. No overall rating will be assigned. The teacher may respond in writing to any rating and/or related comment and their response will be attached as a part of the document. The Interim Summative Teacher Evaluation Form will become a part of the teacher's personnel file. Performance goals are also reviewed.

2. Tri-Annual Evaluation: During the tri-annual evaluation year the teacher will have the opportunity to submit a self-evaluation using the Interim Summative Evaluation Form. The teacher and evaluator will review the self-evaluation and performance goals. Following the review the evaluator will summarize the teacher's performance through a narrative description generated from the framework instrumentation, self-evaluation, performance goals completion, and conferences. The narrative serves as the documentation for the evaluation and will become a part of the teacher's personnel file. Teachers may request that their self-evaluation be attached as well as any written response to the narrative summary.

APPENDIX A
CRITERIA FOR EVALUATION
FRAMEWORK RUBRICS

DOMAIN 1: PLANNING AND PREPARATION

Component 1a: Demonstrating Knowledge of Content and Pedagogy

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knowledge of Content	Teacher makes content errors or does not correct content errors student make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
Knowledge of Prerequisite Relationships	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
Knowledge of Content-Related Pedagogy	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practice and anticipates student misconceptions.

DOMAIN 1: PLANNING AND PREPARATION

Component 1b: Demonstrating Knowledge of Students

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knowledge of Characteristics of Age Group	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
Knowledge of Students' Varied Approaches to Learning	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher displays solid understanding of the different approaches to learning that different students exhibit.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
Knowledge of Students' Skills and Knowledge	Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.	Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of students' skills and knowledge for each student, including those with special needs.
Knowledge of Students' Interests and Cultural Heritage	Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interests or cultural heritage of groups of students	Teacher displays knowledge of the interests or cultural heritage of each student and recognizes the value of this knowledge.

DOMAIN 1: PLANNING AND PREPARATION

Component 1c: Selecting Instructional Goals

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Value	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.	Not only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
Clarity	Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most of the goals are clear but may include a few activities. Most permit viable methods of assessment.	All the goals are clear, written in the form of student learning, and permit viable methods of assessment.
Suitability for Diverse Students	Goals are not suitable for the class.	Most of the goals are suitable for most students in the class.	All the goals are suitable for most students in the class.	Goals take into account the varying learning needs of individual students or groups.
Balance	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning but no effort at coordination or integration.	Goals reflect several different types of learning and opportunities for integration.	Goals reflect student initiative in establishing important learning.

DOMAIN 1: PLANNING AND PREPARATION

Component 1d: Demonstrating Knowledge of Resources

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Resources for Teaching	Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district.	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
Resources for Students	Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.

DOMAIN 1: PLANNING AND PREPARATION
Component 1e: Designing Coherent Instruction

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Learning Activities	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
Instructional Materials and Resources	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
Instructional Groups	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson or unit's structure is clear and allows for different pathways according to student needs.

DOMAIN 1: PLANNING AND PREPARATION
Component 1f: Assessing Student Learning

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Congruence with Instructional Goals	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through the proposed approach, but many are not.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.
Criteria and Standards	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
Use for Planning	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps.

DOMAIN 1: PLANNING AND PREPARATION
Component 1g: Curriculum Planning

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	Distinguished
Necessary time and effort devoted to lesson planning/Plan book	Lessons are not well planned or developed as evidenced by plan book and instruction.	Minimal efforts made to plan for instruction. Plan book is incomplete and in need of more detail.	Plan book is complete and each class lesson would be enough for a substitute to teach the course.	Exceptional plan book that can be used as a model for staff. Maximum effort to prepare for class evidenced by thorough, complete, stimulating, thoughtful lessons.
Lessons planned to include all learning styles	No efforts made to meet the needs of varied learning styles.	Only a little evidence of planning that includes varied learning styles.	Lesson plans account for most varied learning styles in classroom. Instructor makes efforts to incorporate these into lesson planning.	All student learning styles met through thorough lesson planning with attention to specific styles within each class.
District curriculum/ State standards incorporated into lesson planning process	Little effort to include inclusion of State standards in planning process. District curriculum is not part of the planning Process.	Only some of class lessons are planned using the State standards or following the District curriculum.	The State standards and the District curriculum are regularly incorporated into lesson plans.	Lesson plans exceed State standards and challenge students. District curriculum is fully covered through thorough planning and inclusion in lessons

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2a: Creating an Environment of Respect and Rapport

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2b: Establishing a Culture for Learning

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Importance of the Content	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of the work.	Students accept teacher insistence on work of high quality and demonstrate pride in that work.	Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.
Expectations for Learning and Achievement	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2c: Managing Classroom Procedures

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Management of Instructional Groups	Students not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
Management of Materials and Supplies	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
Performance of Non-Instructional Duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of Volunteers and Paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2d: Managing Student Behavior

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of Student Behavior	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to Student Misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2e: Organizing Physical Space

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Safety and Arrangement of Furniture	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and the furniture arrangement is a resource for learning activities. As appropriate students adjust the furniture to advance their own purposes in learning.
Accessibility to Learning and Use of Physical Resources	Teacher uses physical resources poorly, or learning is not accessible to some students.	Teacher uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher uses physical resources skillfully and all learning is equally accessible to all students.	Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.

DOMAIN 3: INSTRUCTION

Component 3a: Communicating Clearly and Accurately

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Directions and Procedures	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
Oral and Written Language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

DOMAIN 3: INSTRUCTION

Component 3b: Using Questioning and Discussion Techniques

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Quality of Questions	Teacher's questions are virtually all of poor quality.	Teacher's questions are a combination of low and high quality. Only some invite a response.	Most of teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion Techniques	Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in a true discussion, with uneven results.	Classroom interaction represents true discussion, with teacher stepping, when appropriate, to the side.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student Participation	Only a few students participate in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

DOMAIN 3: INSTRUCTION
Component 3c: Engaging Students in Learning

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Representation of Content	Representation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent in quality: Some is done skillfully, with good examples; other portions are difficult to follow.	Representation of content is appropriate and links well with students' knowledge and experience.	Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.
Activities and Assignments	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.
Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purposes.
Structure and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is inconsistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

DOMAIN 3: INSTRUCTION
Component 3d: Providing Feedback to Students

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Quality: Accurate, Substantive, Constructive, and Specific	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality: Some elements of high quality are present; others are not.	Feedback is consistently of high quality.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.
Timeliness	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

DOMAIN 3: INSTRUCTION

Component 3e: Demonstrating Flexibility and Responsiveness

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Lesson Adjustment	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson.
Response to Students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

DOMAIN 3: INSTRUCTION

Component 3f: Delivery of Curriculum

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Content aligned to State Standards	Majority of lessons not aligned to State Standards. No effort to align curriculum to State Standards.	Minimal efforts made to align curriculum to State Standards.	Majority of instruction is consistently aligned to State Standards.	Meets and exceeds State Standards.
Content aligned to District Curriculum	Lesson content not adhering to District curriculum. No effort made to align lessons to District curriculum.	Minimal attempt made to deliver District curriculum	Curriculum content delivered adheres to District and course requirements. Persistent effort made to cover District curriculum.	Instruction covers and exceeds District curriculum, including integration and interdisciplinary instruction.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4a: Reflecting on Teaching

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Accuracy	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
Use in Future Teaching	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what he may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, successes of different approaches.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4b: Maintaining Accurate Records

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Student Completion of Assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.
Student Progress in Learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective.	Teacher's system for maintaining information on student progress in learning is effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.
Non-instructional Records	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective and students contribute to its maintenance.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4c: Communicating with Families

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Information About the Instructional Program	Teacher provides little information about the instructional program to families.	Teacher participates in the school's activities for parent communication but offers little additional information.	Teacher provides frequent information to parents, as appropriate, about the instructional program.	Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information About Individual Students	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
Engagement of Families in the Instructional Program	Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4d: Contributing to the School and District

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Relationships with Colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
Service to the School	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.
Participation in School and District Projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4e: Growing and Developing Professionally

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Enhancement of Content Knowledge and Pedagogical Skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom.
Service to the Profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.
Attitude Towards Supervision and Evaluation	Unreceptive to suggestions. Hostile or negative reaction toward evaluation.	Appears to accept suggestions and/or criticism. No apparent application of suggestion or effort to improve.	Positive reception of criticism. And applies suggestion to practice.	Actively seeks improvement for growth.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4f: Showing Professionalism

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Service to Students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is moderately active in serving students.	Teacher is highly proactive in serving students, seeking out resources when necessary.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision Making	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision-making.	Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.
Punctuality/Promptness	Cannot be relied upon. Is often late.	Inconsistent completion of obligations.	Meets daily obligations In a timely and consistent Manner.	N/A

APPENDIX B

FORMS

FORMAL PRE-OBSERVATION FORM

Staff Member _____ Supervisor _____

School Year _____ School Location _____

Date and Time of Visit _____ Subject or Class _____

I. OBJECTIVE(S) OF THE LESSON

II. INSTRUCTIONAL PROCEDURES TO BE USED

III. HOW STUDENT ACHIEVEMENT OF OBJECTIVES WILL BE ASSESSED

IV. SPECIFIC AREAS FOR OBSERVATION

V. OTHER INFORMATION NEEDED BY OBSERVER
(Includes data collection techniques to be used if appropriate.)

Staff Member's Signature

Date

Supervisor's Signature

Date

**COUNCIL SCHOOL DISTRICT
PRE-CONFERENCE SUMMARY**

Name: _____ Date: _____

Evaluation Year: _____ Interim _____ Tri-annual

Procedures and Guidelines:

- _____ 1. Teacher and evaluator review the evaluation procedure.

- _____ 2. Reviewed teacher self-assessment with the evaluator. Use the Interim Summative Teacher Evaluation Form. (This procedure is optional on the part of the teacher.)

- _____ 3. Review and discuss three Performance Goals.

- _____ 4. Teacher and evaluator discuss the teacher's understanding and effectiveness in terms of the evaluation framework.

- _____ 5. Evaluation activities discussed and scheduled.

Teacher Initials: _____

Evaluator Initials: _____

PERFORMANCE GOALS

Goal No. _____ of _____

Name _____

School _____

Assignment _____

1) Performance Goal Statement:

2) Activities Planned for Goal Accomplishment:

3) Monitoring Procedures:

(Include activities/techniques/procedures for measuring goal accomplishment. Also include projected dates, where appropriate, by which monitoring will occur.)

Teacher Signature

Supervisor Signature

1 copy to Supervisor
1 copy to Teacher

POST-CONFERENCE
ANALYSIS OF TEACHING

Questions for the teacher:

Principle Strengths of the Lesson:

Principle Areas for focus:

Interim Summative Teacher Evaluation Form

Teacher: _____ Grade Level/Subject: _____

School: _____ Evaluator: _____ Date: _____

Dates of observations/contacts: _____

DOMAIN 1 – PLANNING AND PREPARATION					
1a. Demonstrating Knowledge of Content and Pedagogy	U	B	P	D	C
<i>Knowledge of Content</i>					
<i>Knowledge of Prerequisite Relationships</i>					
<i>Knowledge of Content-Related Pedagogy</i>					
1b. Demonstrating Knowledge of Students	U	B	P	D	C
<i>Knowledge of Characteristics of Age Group</i>					
<i>Knowledge of Students' Varied Approaches to Learning</i>					
<i>Knowledge of Students' Skills and Knowledge</i>					
<i>Knowledge of Students' Interests and Cultural Heritage</i>					
1c. Selecting Instructional Goals	U	B	P	D	C
<i>Value</i>					
<i>Clarity</i>					
<i>Suitability for Diverse Students</i>					
<i>Balance</i>					
1d. Demonstrating Knowledge of Resources	U	B	P	D	C
<i>Resources for Teaching</i>					
<i>Resources for Students</i>					
1e. Designing Coherent Instruction	U	B	P	D	C
<i>Learning Activities</i>					
<i>Instructional Materials and Resources</i>					
<i>Instructional Groups</i>					
<i>Lesson and Unit Structure</i>					
1f. Assessing Student Learning	U	B	P	D	C
<i>Congruence With Instructional Goals</i>					
<i>Criteria and Standards</i>					
<i>Use for Planning</i>					
1g. Planning and Preparation	U	B	P	D	C
<i>Necessary Time and Effort in Planning Lessons</i>					
<i>Lessons Planned Include all Learning Styles</i>					
<i>District/State Standards in Lesson Plans</i>					

U = Unsatisfactory B = Basic P = Proficient D = Distinguished C = Comments

Comment is required to accompany all Unsatisfactory ratings and areas where no rating is given.
Comments begin on page 5 and are noted by component.

DOMAIN 2 – THE CLASSROOM ENVIRONMENT					
2a. Creating an Environment of Respect and Rapport	U	B	P	D	C
<i>Teacher Interaction With Students</i>					
<i>Student Interactions</i>					
2b. Establishing a Culture for Learning	U	B	P	D	C
<i>Importance of the Content</i>					
<i>Student Pride in Work</i>					
<i>Expectations for Learning and Achievement</i>					
2c. Managing Classroom Procedures	U	B	P	D	C
<i>Management of Instructional Groups</i>					
<i>Management of Transitions</i>					
<i>Management of Materials and Supplies</i>					
<i>Performance of Non-instructional Duties</i>					
<i>Supervision of Professionals and Paraprofessionals</i>					
2d. Managing Student Behavior	U	B	P	D	C
<i>Expectations</i>					
<i>Monitoring Student Behavior</i>					
<i>Response to Student Misbehavior</i>					
2e. Organizing Physical Space	U	B	P	D	C
<i>Safety and Arrangement of Furniture</i>					
<i>Accessibility to Learning and Use of Physical Resources</i>					

U = Unsatisfactory B = Basic P = Proficient D = Distinguished C = Comments

Comment is required to accompany all Unsatisfactory ratings and areas where no rating is given.
Comments begin on page 5 and are noted by component.

DOMAIN 3 – INSTRUCTION					
3a. Communicating Clearly and Accurately	U	B	P	D	C
<i>Directions and Procedures</i>					
<i>Oral and Written Language</i>					
3b. Using Questioning and Discussion Techniques	U	B	P	D	C
<i>Quality of Questions</i>					
<i>Discussion Techniques</i>					
<i>Student Participation</i>					
3c. Engaging Students in Learning	U	B	P	D	C
<i>Representation of Content</i>					
<i>Activities and Assignments</i>					
<i>Grouping of Students</i>					
<i>Instructional Materials and Resources</i>					
<i>Structure and Pacing</i>					
3d. Providing Feedback to Students	U	B	P	D	C
<i>Quality: Accurate, Substantive, Constructive, and Specific</i>					
<i>Timeliness</i>					
3e. Demonstrating Flexibility and Responsiveness	U	B	P	D	C
<i>Lesson Adjustment</i>					
<i>Response to Students</i>					
<i>Persistence</i>					
3f. Delivery of Curriculum	U	B	P	D	C
<i>Content Aligned to State Standards</i>					
<i>Content Aligned to District Curriculum</i>					

U = Unsatisfactory B = Basic P = Proficient D = Distinguished C = Comments

Comment is required to accompany all Unsatisfactory ratings and areas where no rating is given.
Comments begin on page 5 and are noted by component.

DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES					
4a. Reflecting on Teaching	U	B	P	D	C
<i>Accuracy</i>					
<i>Use in Future Teaching</i>					
4b. Maintaining Accurate Records	U	B	P	D	C
<i>Student Completion of Assignments</i>					
<i>Student Progress in Learning</i>					
<i>Noninstructional Records</i>					
4c. Communicating With Families	U	B	P	D	C
<i>Information About the Instructional Program</i>					
<i>Information About Individual Students</i>					
<i>Engagement of Families in the Instructional Program</i>					
4d. Contributing to the School and District	U	B	P	D	C
<i>Relationships With Colleagues</i>					
<i>Service to the School</i>					
<i>Participation in School and District Projects</i>					
4e. Growing and Developing Professionally	U	B	P	D	C
<i>Enhancement of Content Knowledge and Pedagogical Skill</i>					
<i>Service to the Profession</i>					
4f. Showing Professionalism	U	B	P	D	C
<i>Service to Students</i>					
<i>Advocacy</i>					
<i>Decision Making</i>					

U = Unsatisfactory B = Basic P = Proficient D = Distinguished C = Comments

Comment is required to accompany all Unsatisfactory ratings and areas where no rating is given.
 Comments begin on page 5 and are noted by component.

Corresponding Comments for Components Noted on Summative Evaluation Form:

Evaluator: _____ Date: _____

Teacher: _____ Date: _____

APPENDIX C
PROGRAM OF ASSISTANCE FOR IMPROVEMENT

PROGRAM OF ASSISTANCE FOR IMPROVEMENT

Name _____

School _____

Assignment _____

You are being placed on this Program of Assistance for Improvement because of unsatisfactory performance as specified in the deficiencies identified below. This program is designed to help you correct these deficiencies. If the program is not successfully completed, you will be placed on an intensive Program of Assistance for Improvement.

Upon successful completion of this program, those areas in the program which had been identified as deficient will be monitored for the period of one year. If an acceptable level of performance is maintained, you will be returned to the regular evaluation cycle. If acceptable performance is not maintained, you will be placed on an Intensive Program of Assistance for Improvement.

- I. **DESCRIPTION OF DEFICIENCY**
(Cite related standard(s) or job description item(s).)

- II. **SUPERVISOR'S EXPECTATIONS**
(How things should look after the deficiency has been corrected.)

- III. **RECOMMENDED PROGRAM TO CORRECT DEFICIENCY**

- IV. **CRITERIA WHICH WILL BE USED TO MEASURE CORRECTION**

- V. **ASSISTANCE AND RESOURCES TO BE PROVIDED** (if appropriate)

- VI. **MONITORING PROCEDURES**

- VII. **DATE BY WHICH PROGRAM MUST BE COMPLETED**

If the Supervisor indicates the staff member is failing to make acceptable levels of improvement outlined in this program, the supervisor may place the staff member on an Intensive Program of Assistance for Improvement prior to this day.

This is to certify that this program has been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond to any and all issues contained in this program.

Staff Member's Signature

Date

Supervisor's Signature

Date

INTENSIVE PROGRAM OF ASSISTANCE FOR IMPROVEMENT

Name _____

School _____

Assignment _____

You are being placed on this Intensive Program of Assistance for Improvement because the Program of Assistance for Improvement dated _____ was not successfully completed and your performance continues to be unsatisfactory with respect to the deficiencies identified below. Upon completion of the Intensive Program of Assistance for Improvement, those areas in the program, which had been identified as deficient, will be monitored for a period of one year. If an acceptable level of performance is maintained, you will be returned to the regular evaluation cycle. Unsuccessful completion of this program may result in non-renewal or dismissal of employment.

I. **DESCRIPTION OF DEFICIENCY**

(Cite related standard(s) or job description item(s).)

II. **SUPERVISOR'S EXPECTATIONS**

(How things should look after the deficiency has been corrected.)

III. **RECOMMENDED PROGRAM TO CORRECT DEFICIENCY**

IV. **CRITERIA WHICH WILL BE USED TO MEASURE CORRECTION**

V. **ASSISTANCE AND RESOURCES TO BE PROVIDED** (if appropriate)

VI. **MONITORING PROCEDURES**

VII. **DATE BY WHICH PROGRAM MUST BE COMPLETED**

This is to certify that this program has been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond to any and all issues contained in this program.

Staff Member's Signature

Date

Supervisor's Signature

Date

APPENDIX D
EVALUATION CALENDAR

EVALUATION CALENDAR
Returning Contract Teachers

Targeted Date	Interim Evaluation Year	Tri-annual Evaluation Year
10/30	Pre-conference Review Performance Goals	Pre-conference Review Performance Goals
11/30	1 Observation Formal or Informal	1 Observation Formal or Informal
2/28	1 Observation Formal or Informal	1 Observation Formal or Informal
3/1	Write Tentative Performance Goals	
5/31	Interim Summative Evaluation	Tri-annual Summative Evaluation Write Tentative Performance Goals
Total Observations	2 Formal or informal	2 1 Formal and 1 Informal

New Teachers

Targeted Date	Evaluation Cycle
9/15	Pre-conference
10/1	1 Observation Formal or Informal
10/31	1 Observation Formal or Informal
2/28	1 Observation Formal or Informal
5/31	Summative Evaluation Write Tentative Performance Goals
Total Observations	3 Formal or informal